

inert matter from their minds, so that their knowledge may be not inanimate, but animate, dynamic, to enable them to exercise influence upon their schools. I think that is agreed upon.

Now let me say something about the content of education, about the things which should be actually taught in the schools, and I am only going to talk in the very broadest possible way. In my afternoon's reading I came upon another very apposite remark in the letters of John Stuart Mill. Let me read it to you:—

"What the poor, as well as the rich, require is not to be taught other people's opinions, but to be induced and enabled to think for themselves. It is not physical science that will do this, even if they could learn it much more thoroughly than they are able to do." The young people of this country are not to be regenerated by economic doctrine or economic history or physical science; they can only be elevated by ideas which act upon the imagination and act upon the character and influence the soul, and it is the function of all good teachers to bring those ideas before them.

PATRIOTISM IN THE SCHOOLS.

I have sometimes heard it said that you should not teach patriotism in the school. I dissent from that doctrine. (Cheers.) I think that patriotism should be taught in the schools. I will tell you what I mean by patriotism. By patriotism I do not mean Jingoism, but what I mean by patriotism is an intelligent appreciation of all things noble in the romances, in the literature, and in the history of one's own country. Young people should be taught to admire what is great while they are at school. And remember that for the poor of this country the school is a far more important factor than it is for the rich people of this country. The rich children in this country have a great number of influences for good which operate upon their character. For the poor those influences are more restricted, and consequently the school plays a far more important part, and of course the training college, which influences the school, plays a far more important part in the formation of character. Therefore the school is of importance for the welfare of the country, and the most important public servants of the country, in my opinion, are the schoolmasters and the schoolmistresses.

I say that I want patriotism in the larger sense of the term taught in the schools. Of course there is a great deal to criticize in any country, and I should be the last person to suggest that the critical faculty should not be exercised and trained at school. But before we teach children to criticize the institutions of their country, before we teach them to be critical of what is bad, let us teach them to recognize and admire what is good. After all life is very short; we all of us have only one life to live, and during that life let us get into ourselves as much love, as much admiration, as much elevating pleasure as we can, and if we view education merely as discipline in critical bitterness, then we shall lose all the sweets of life and we shall make ourselves unnecessarily miserable. There is quite enough sorrow and hardship in this world as it is without introducing it prematurely to young people. There was a time in which the school was regarded as a kind of penitentiary. Those days are past. When I go into a school now the thing that strikes me about it, assuming it is a good school, is that all the young people are radiantly happy, and that is a very good start for a nation. I cannot help believing that some part of the secret of that delightful gentility which has distinguished the British Army during the past four years—(cheers)—has been due to these different changes in our system of education.

It has given me very great pleasure to address such a large company of Sheffield friends in this city. I have not been so often in Sheffield lately as I should like to have been, but I have followed with the keenest interest the steps which have been taken by the Sheffield Education Committee to expand the educational system in this city, and my ambition for Sheffield is that Sheffield should set the pace for the rest of the country, and not only for the rest of the country, but for the rest of the world. (Cheers.)

* Previous address November 7, 1901.